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ABSTRACT

In 1981, a study was conducted to determine the collective impact of Michigan's 29 public community colleges on the state's economy. Differing from other economic impact studies in its emphasis on human capital as an economic resource, rather than on institutional spending and investment, the study involved the examination of existing statewide data sources and a survey of individual colleges to gather additional information on employed students, college district size, subject area enrollments, and activities and programs developed to meet the needs of business, industry, and professional and public service agencies. Responses from all 29 colleges were analyzed to determine community college students' characteristics, reasons for attending college, and subject interests; changes in attendance patterns over the past decade; and ways in which the colleges help business and industry and otherwise meet regional needs. The study revealed that: (1) between 1970 and 1980, the number of students attending community colleges increased by over 73%; (2) in 1980-81, approximately 2,500 employers paid for 30,000 employees to take job improvement courses; (3) both public and private sector organizations contracted with community colleges to provide training for their specific needs; and (4) professional upgrading courses were provided for over 12,500 professionals, business persons, industrial employees, and public service employees. The survey instrument and numerous data tables are included in the report. (AYC/DAB)

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Preliminary Technical Report

THE IMPACT OF COMMUNITY COLLEGES
ON MICHIGAN AND ITS ECONOMY

Submitted by

Dr. Gene Packwood, Delta College, (Chairperson)
Ms. Nancy Woods, Kalamazoo Valley Community College
Dr. Diane Smolen, Lansing Community College
Dr. Richard Galant, Washtenaw Community College

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THE IMPACT OF COMMUNITY COLLEGES
ON MICHIGAN AND ITS ECONOMY

ABSTRACT

The study attempted to determine the collective impact that the 29 publicly supported community colleges have on the economy of the State of Michigan, primarily in the areas of meeting regional educational needs of business and industry. The role the community colleges play in diversifying the economy of the state was also included. Existing statewide data sources were analyzed, and the colleges were surveyed for individual institution data. The study resulted in a technical report of the collective statewide data on the community college impact and in a four-page brochure designed for distribution to business persons, chambers of commerce, legislators, and other groups.

INTRODUCTION

Statement of the Problem

Community and junior colleges have had a place in the Michigan higher education system since 1914, when Grand Rapids Junior College first began offering local educational opportunities for its citizens. Today Michigan has a network of 29 publicly supported community and junior colleges.

Over the past two decades, Michigan community colleges have significantly expanded their role in the community. During the early 1960's, they were often known as "junior colleges," and their primary mission was to provide the first two years of coursework leading toward the baccalaureate degree.

This role was expanded during the late 1960's and early 1970's to include programs in community education and in occupational education. During this period, they became known as "comprehensive community colleges."

Most of the early occupational programming was structured to provide students with job entry skills, as the number of high school graduates entering the job market was increasing every year. Typical of the programs developed during this period of time were one- and two-year programs in fields such as automotive and electronic technology, auto body repair, nursing, radiologic technology, hotel/motel management, data processing, and secretarial.

Several factors are causing the community colleges to now further expand their occupational offerings. First, population demographics have changed; job-entry level population typically aged 18 to 24 is declining. Second, career changes are becoming common for a more mobile work force. Third, it is now estimated that the volume of scientific and technical information doubles

approximately every eight years, which creates a demand for constantly upgrading the skills of the currently employed and for retraining displaced employees.

Evidence of these factors is found in the fact that an ever-larger portion of the students attending community colleges are coming for job up-grading and retraining and that many businesses and industries are turning to the community colleges for these instructional services.

While it has been recognized that the community colleges have expanded their mission, very little data has been available regarding resulting changes in their impact on the State of Michigan and its economy.

Need for the Study

As a practical response to the currently poor economic climate in Michigan, and resulting reductions in funding for higher education, the presidents of the community colleges determined that data was needed to demonstrate the collective institutional impact of the 29 community colleges on the Michigan economy. Traditionally, the 29 Michigan community colleges have operated autonomously. Each community college focuses its primary interest upon the institutional impact made on its own particular service area. As a result, little collaboration or information sharing had occurred prior to this project, and no data existed which could demonstrate the overall impact of the community colleges on the State.

Some data had been routinely collected on a statewide basis for all 29 community colleges. However, this data was generally limited to program enrollments, credit hours produced, and numbers of graduates of selected programs. Data on the characteristics of the students and why they were attending was available at some individual institutions, but it was not

collected on a statewide basis. Likewise, data on what the colleges were doing for their communities had not been compiled on a statewide basis. It was hypothesized that the collective impact of the 29 community colleges would be significantly greater than most legislators and state leaders realized, but there was not sufficient statewide data to support the hypothesis.

The Michigan community colleges are loosely affiliated, on a volunteer basis, through the Michigan Community College Association (MCCA). While the MCCA did not directly sponsor the impact study, the President's Council for MCCA gave initial impetus to the project.

The President of Delta College chaired a special committee for the Presidents' Council to study the economic impact of the community colleges on Michigan's economy. The President of Delta College volunteered the College's Office of Research and Development to begin actual work on the project. The Delta office initiated the formation of a research team with three other institutional research offices collaborating on this project. The other colleges involved were: Lansing Community College, Kalamazoo Valley Community College, and Washtenaw Community College.

Purpose of the Study

The Impact of two-year colleges can be considered from many perspectives. No one measure can determine the overall impact the institutions have on their students and the communities. Institutional impact could be defined in terms of social mobility, the economic development of an area, community renewal, supply of a human resource pool for employers, income generated in the area, general educational development of community members, et cetera. The potential impacts are as limited or extensive as the ability of the colleges to meet the needs of their communities.

Initially, the intent of the study was to determine the direct economic impact of the 29 publicly supported community colleges on the State. A number of excellent studies of this type have been conducted in states such as Maryland, Illinois, and Vermont. However, in reviewing the model most studies were based on, the authors of the current study had the following concerns about conducting a similar study:

1. The models used in the studies were generally based on the 1971 Caffrey and Issacs' study, "Estimating the Impact of a College or University on the Local Economy," which was sponsored by the American Council on Education. A simple circular cash-flow model is used to examine college expenditures, and a relationship is established between institutional spending and the economic benefits accruing to the community as a result of this spending. Since expenditures by the college becomes disposable income for other parties, a multiplier effect occurs.
2. The models were limited to estimating short-term economic impact. They were not concerned with the long-term economic impact of the colleges upon the state, and they did not consider what the State might have been like without the colleges.
3. The models used in the studies are generally not appropriate for either planning or forecasting purposes. They do not include business cycle impacts on the State. Thus, estimating the dollar economic impact the colleges had a year ago is not a very good estimate of the impact they would likely have next year, given a different economic picture.

4. In looking at economic impact using the type of model which relies on "multiplier effects," legitimate multiplier effects are generated only by investment or spending that does not withdraw resources from alternative uses in the area being studied. For a local study, such as the Delta district, any state and federal dollars brought into the district by the community college would probably not have been brought into the district for some other reason. On a state basis, however, the state dollars will be used somewhere within the State, so they are not additional dollars brought into the State.
5. The models do not include, to any defensible degree, either "human capital" or the impact on business and industry of the training provided by the community colleges. Therefore, in those models, the economic impact of the community colleges is measured in terms of how much they spend, rather than the services they provide or the products they produce. Any other way the dollars were spent in the community/state would have similar economic impacts.

The primary purpose of this study, therefore, was to determine the economic impact of Michigan's 29 community colleges. The study emphasized the concept of human capital as an economic resource in the State, instead of institutional spending and investment. It focused on the following areas of economic impact:

- Providing training and other services needed by business, industry, and social and government agencies.
- Providing educational opportunities to the unemployed and to those desiring to upgrade their skills, particularly in those areas where training is not available elsewhere.
- Contributing to the economic diversification of the State by working directly with employers to meet unique geographical needs.

In order to determine the impact, the study addressed the following questions:

1. Who attends Michigan community colleges and why do they attend?
2. Which courses and programs are students enrolled in at the community colleges?
3. How have attendance patterns changed during the past decade?
4. What are the community colleges doing to help business and industry?
5. How have the community colleges met regional needs?

An additional purpose of the study was to provide data that would demonstrate to business persons, legislators, and other community leaders the role the community colleges have already assumed in the diversification of the State's economy.

REVIEW OF LITERATURE

Since the intent of this study was to determine the impact of the 29 community colleges on Michigan's economy, a number of studies and research designs were reviewed.

In reviewing a number of traditional economic impact studies, it was found that most used an American Council on Education sponsored project by Caffrey and Isaacs (1971) entitled, "Estimating the Impact of a College or University on the Local Economy," as a prototype. As noted earlier, the model uses a two-step approach. First, a simple circular cash flow design is employed to examine college expenditures. Next, a relationship is established between institutional spending and the economic benefits accruing to the community. The model has been adapted to two types of studies--institutional and statewide.

Northwest Alabama Junior College (1974) used the institutional approach to determine economic impact. Specifically, its design was aimed at determining the College's impact on its four-county service area. The criteria for determining impact was shown by the expenditures of the College and its faculty, staff, and students. The Caffrey and Isaacs' model was used in calculating the economic data. Similar institutional studies were conducted at Mercer County Community College (1978) in New Jersey and Rockland County Community College (1978) in New York. Typically, these studies found positive economic impacts on the local communities.

Linthicum (1977) completed Maryland's first comprehensive statewide analysis of the costs and benefits of community college education. This study used the strategy of examining the impact of the State's 17 community colleges

from both a short-term investment and long-term perspective. The results indicated that dollars spent on community colleges stayed within the State's economy. These dollars appeared within local communities in the form of trained human resource personnel who helped attract and retrain business and industry.

The Illinois Community College Board (1980) assisted in carrying out economic impact studies at six community colleges. The specific purpose of the study was to determine:

1. Does the money leave the district?
2. Does the money actually have an effect upon the district?
3. If so, how does it affect the district?

The Illinois study relied heavily upon the Caffrey and Isaacs model to measure impact. Again, the results demonstrated that the colleges did have a positive effect on the economy. As an added help to other Illinois community colleges, the Illinois Community College Board published a Handbook for Conducting a Study of the Economic Impact of a Community College (1981).

The Washington study (1978) replicated a model used in Virginia and assessed the effect that the 27-campus community college system in Washington had on its state economy. A simple circular cash flow model was used to measure economic impact on three areas: (1) the level of in-state business volume done; (2) employment; and (3) total state personal income. The study covered the years 1969-1976.

A further literature review and analysis of other statewide studies which dealt with the economic impact of community colleges revealed that certain basic characteristics were common in each. However, for reasons cited in Purpose of the Study, the authors decided to use a different approach for conducting the current study.

METHODOLOGY

Several constraints were considered in determining the most efficient methodology for the study:

1. The project was proposed by the President's Council during January 1981, and they asked for its completion, with at least preliminary results, by May 1981.
2. The Michigan community colleges enjoy a great deal of autonomy. Although presidents and board members of 26 of the 29 colleges are voluntarily affiliated through the Michigan Community College Association (MCCA), the colleges are not coordinated or controlled through a single board or state agency. As a result, institutions collect data and conduct studies to meet their individual needs, resulting in very limited comparable data on a statewide basis.
3. To the researchers' knowledge, no similar statewide coordinated data had been collected, as there had not been a need for this type of effort in the past. Therefore, the researchers recognized that the data necessary for the study would have to come from a number of sources both external to and within the institutions. However, there was no mechanism in place for getting the data; no common definitions of data elements from institution to institution (for example, virtually the same course might be offered for degree credit at one institution, within Continuing Education at another institution, and in Community Service at a third institution); and no established contact persons from whom to request the data.

The researchers determined that, given these constraints, they would observe the following in collecting the data:

1. Given the time constraints, existing data would be used where possible.
2. Additional data collected would be kept as simple as possible, with recommendations for future studies to include suggestions for more sophisticated data collection.
3. Maximum assistance would be provided the colleges in collecting the needed data.
4. Results would be reported primarily in aggregate form, rather than identify an individual institution's results, where data was provided by the institutions. This was so that the institutions could compare their individual results with the statewide composite, but not with other individual institutions.

The methodology included collection and examination of existing data sources and then determining what additional data was needed from institutions. Community colleges were then surveyed by questionnaire to obtain the additional data.

Existing Data

Reports from a number of existing statewide data sources were collected and examined. These included the Higher Education General Information Survey (HEGIS), the Vocational Education Data System (VEDS), the State's Inventory of Community College Programs, and the annual Budget Request Package for Community Colleges. In addition, composite data was obtained from several State agencies including the Department of Management and Budget, the Department of Education, the Veteran's Bureau, and the Bureau of Apprenticeship and Training.

Data describing student characteristics and educational goals was obtained from the Michigan Student Information System (MISIS), a voluntary data collection system which includes an entering student survey entitled, "Student Educational Intent Survey." Nineteen of the 29 community colleges conducted this Educational Intent Survey during the Fall 1980 semester. Two additional institutions conducted similar surveys and their data were included with the MISIS information. The community colleges which conducted Educational Intent Surveys represented every aspect of the Michigan system -- large and small, urban and rural, northern and southern. The overall student response rate for the 21 colleges which conducted surveys was 64% (106,450 students) or 45.5% of the total community college student population. Survey findings have been extrapolated to reflect the entire Michigan community college student population. The following table provides overall survey sample and population sizes.

	<u>Community Colleges</u>	<u>Survey Size</u>	<u>Population Size</u>	<u>Survey Percentage of Population</u>
MISIS Survey	19	91,363	132,390	69.0%
Other Surveys	<u>2</u>	<u>15,087</u>	<u>34,327</u>	<u>44.0%</u>
Survey Totals	21	106,450	166,717	63.9%
State Totals	29	-	233,852	45.5%
Survey Totals as a Percentage of State Totals			72.4%	71.3%

Most of the information in the section titled, "Who Attends Michigan Community Colleges and Why?" was gathered from the student surveys. Findings from the other existing data sources are included as appropriate throughout the results portion of this report. After the research team reviewed existing data sources it became apparent that a primary research activity would be needed as well.

Project Survey Methods

After examining the available data, the researchers determined there were several areas concerning impact in which further data was needed. A questionnaire was developed to collect data which had not previously been compiled for all colleges.

The survey included data in three areas:

1. General information concerning the number of students who were also employed, the size of the colleges' districts, areas in which students were enrolled, mix of course offerings, times, etc.
2. Activities, courses, or programs developed to meet the needs of business, industry, professional, and public service agencies which do not normally apply toward a one- or two-year certificate or degree (including conferences, seminars, non-credit courses, etc.).
3. Data on ways community colleges meet the needs of local business and industry, including contract programming, working directly with business and industry to provide instruction which meets their needs, and additional activities which contribute to the economic well-being of the community or the State.

A rough draft of the questionnaire was then presented to three groups for reactions and modification -- the Michigan Community College Association for Development and Research (MCCADAR), the Chief Instructional Administrators (CIA), and the Michigan Community College Association (MCCA). Suggestions and critiques were used to ensure that the guidelines and definitions were uniform and understandable. The final draft of the questionnaire and the instructions (Appendix A) were developed with their assistance.

Two copies of the questionnaire and a cover letter (Appendix B) which explained the purpose of the questionnaire were mailed to the president of each of the community colleges. The cover letter was signed by the President of Delta College and asked each president to see that the questionnaire was completed on his campus. It was stressed that this was a cooperative effort, and that the success of the project was dependent on all colleges providing the information. The research project team members set aside times they would be available to assist any of the colleges by telephone, if they had any questions or problems with the questionnaire.

The colleges were given three weeks to complete and return the questionnaire. Those who had not returned their questionnaire by the due date were telephoned by the President of Delta College or the Director of the Michigan Community College Association to request their return of the questionnaire as soon as possible.

All 29 community colleges returned the questionnaire. However, not all 29 were able to provide complete data in all sections. Therefore, data in some tables is extrapolated to all 29 colleges, based on student population size, from those colleges who were able to complete those sections. The following sections are organized according to the questions this study was designed to answer.

RESULTS

Who Attends Michigan Community Colleges and Why?

Enrollments in Michigan Community Colleges increased by over 73 percent between 1970 and 1980. Community colleges enjoyed increased enrollments during 1980 in spite of the declining numbers of high school graduates in the State of Michigan. Of the 29 Michigan community colleges, 21 had an increase in enrollments from the Fall of 1979 to the Fall of 1980, with an average increase of 9.3 percent. Table 1 lists Fall 1979 and Fall 1980 enrollments (headcount) for all 29 Michigan community colleges.

The total number of respondents in the following tables will vary, due to two factors. First, not all of the information collected through the MiSIS surveys was available from the colleges which conducted independent surveys (two colleges). Second, not all survey respondents answered every question. Third, two of the tables (Tables 8 and 9) are from existing college records rather than from the MiSIS surveys.

TABLE 1
MICHIGAN COMMUNITY COLLEGES
FALL HEADCOUNT ENROLLMENTS FOR 1979 and 1980

<u>College</u>	<u>1979 Fall Headcount</u>	<u>1980 Fall Headcount</u>	<u>Percent Increase or Decrease</u>
Alpena	1,783	2,322	30.01%
Bay de Noc	1,601	1,632	1.94%
C. S. Mott	12,500	11,750	(6.00%)
Delta	11,650	11,255	(3.39%)
Glen Oaks	1,345	1,282	(4.68%)
Gogebic	1,282	1,371	6.94%
Grand Rapids	13,392	17,358	29.61%
Henry Ford	17,361	16,349	(5.83%)
Highland Park	2,323	2,500	7.62%
Jackson	10,939	10,935	(0.04%)
Kalamazoo	6,814	7,385	8.38%
Kellogg	7,239	7,771	7.35%
Kirtland	1,275	1,301	2.04%
Lake Michigan	3,467	3,817	10.10%
Lansing	22,645	23,072	1.88%
Macomb	27,426	30,634	11.70%
Mid-Michigan	2,135	2,368	10.91%
Monroe	1,994	2,151	7.87%
Montcalm	1,650	1,630	(1.21%)
Muskegon	5,187	5,254	1.29%
North Central	1,773	1,844	4.00%
Northwestern	3,634	4,009	10.32%
Oakland	20,683	22,431	8.45%
St. Clair	3,861	4,140	7.23%
Schoolcraft	9,217	9,286	0.75%
Southwestern	2,396	2,494	4.17%
Washtenaw	7,591	8,327	9.70%
Wayne	24,189	18,044	(25.40%)
West Shore	1,187	1,138	4.13%
Total	228,542	233,852	2.32%

Source: Department of Management and Budget, Form CC141.

TABLE 2
SEX OF MICHIGAN COMMUNITY COLLEGE STUDENTS

<u>SEX</u>	<u>Survey Samples</u>		<u>Total CC Students (Extrapolated)</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Males	47,976	45.9	107,338	45.9
Females	<u>56,556</u>	<u>54.1</u>	<u>126,514</u>	<u>54.1</u>
Total	104,532	100.0	233,852	100.0

TABLE 3
ETHNICITY/RACE OF MICHIGAN COMMUNITY COLLEGE STUDENTS

<u>SEX</u>	<u>Survey Samples</u>		<u>Total CC Students (Extrapolated)</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
White (Non-Hispanic)	84,833	84.0	196,436	84.0
Black	12,568	12.4	28,998	12.4
Hispanic	1,355	1.3	3,040	1.3
Native American	1,273	1.3	3,040	1.3
Asian or Pacific Islander	<u>1,012</u>	<u>1.0</u>	<u>2,338</u>	<u>1.0</u>
Total	101,041	100.0	233,852	100.0

Table 2 presents the sex breakdown of students who attended Michigan community colleges during Fall 1980 (all data are for that semester). Females comprise a larger proportion of community college students than do males (54 percent compared to 46 percent, respectively). Michigan community colleges enroll approximately 37,000 minority students, or about 16 percent of the total students enrolled (Table 3).

TABLE 4
ETHNIC GROUP BY SEX AT MICHIGAN COMMUNITY COLLEGES

<u>Ethnic Group</u>	<u>Males</u>		<u>Females</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
White	32,676	84.3	37,721	81.6
Black	4,418	11.4	7,066	15.3
Hispanic	571	1.5	526	1.1
Asian	516	1.3	355	0.8
American Native	<u>576</u>	<u>1.5</u>	<u>560</u>	<u>1.2</u>
Total	38,757	100.0	46,228	100.0

When the sex and race data are combined, as in Table 4 above, it can be seen that a higher proportion of the female students are minority group members, when compared to the male students. Michigan community colleges are serving more females than males, and a higher proportion of minority females than minority males.

Examining the ages of Michigan community college students makes it clear that these colleges are serving a "non-traditional" student. That is, the proportion of students who enrolled soon after graduating from high school is quite low compared to other student age groups.

TABLE 5
AGE OF MICHIGAN COMMUNITY COLLEGE STUDENTS

<u>AGE</u>	<u>Survey Samples</u>		<u>Total CC Students (Extrapolated)</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
19 & under	20,953	19.8	46,303	19.8
20 - 24	36,061	34.0	79,510	34.0
25 - 29	19,989	18.9	44,198	18.9
30 - 34	12,285	11.6	27,127	11.6
35 - 44	10,801	10.2	23,853	10.2
45 - 54	3,831	3.6	8,418	3.6
55 - 64	1,371	1.3	3,040	1.3
65 & over	<u>671</u>	<u>0.6</u>	<u>1,403</u>	<u>0.6</u>
Total	105,962	100.0	233,852	100.0
Mean age: 26.8		Median age: 24.5		

From Table 5, it can be seen that over one-half of Michigan community college students are 24 years of age or older. About 27 percent of these students are 30 or older. Only 20 percent are 19 years of age or younger.

TABLE 6
AGE BY SEX OF MICHIGAN COMMUNITY COLLEGE STUDENTS

<u>AGE</u>	<u>Males</u>		<u>Females</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
19 and under	7,874	19.6	9,446	20.0
20 - 24	14,816	36.8	14,737	31.2
25 - 29	8,464	21.0	7,885	16.7
30 - 34	4,598	11.4	5,780	12.2
35 - 44	2,968	7.4	6,034	12.8
45 - 54	974	2.4	2,342	5.0
55 - 64	369	0.9	713	1.5
65 and over	<u>182</u>	<u>0.5</u>	<u>264</u>	<u>0.6</u>
Total	40,245	100.0	47,201	100.0
Mean male age:	25.8		Mean female age:	27.5

In Table 6, student ages are presented by sex and it can be seen that females tend to be older than males enrolled in Michigan community colleges. Of the males, 22.6 percent are 30 years of age or older, while 32.1 percent of the females fall into these age groups. Males exceed females to the greatest degree in the 20 to 24 age group, and females exceed males to the greatest degree in the 35 to 44 age group.

The Veterans Administration was able to provide information regarding the number of Michigan veterans who received benefits to attend a Michigan institution of higher education from February 1980 through February 1981. During this period, the largest single monthly enrollment was 17,514 veterans receiving benefits. Of this total, 54.4 percent (9,525 veterans) were attending Michigan community colleges.

Several Michigan community colleges were able to provide data about the numbers of their students who are also employed. Table 7 presents the available data. As shown there, 76.5 percent of the students enrolled in Michigan community colleges are also employed; 41.3 percent are employed full-time.

TABLE 7
EMPLOYED STUDENTS AT MICHIGAN COMMUNITY COLLEGES

College	Fall 1980 Headcount	STUDENTS EMPLOYED					
		Part-Time		Full-Time		Total	
		<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Schoolcraft	9,286	NA	-	NA	-	6,500	70.0 ^{b)}
Gogebic	1,371	247	18.0	41	3.0	288	21.0 ^{b)}
Bay de Noc	1,632	705	43.2	293	18.0	998	61.2
Macomb	30,634	NA	-	NA	-	26,039	85.0 ^{b)}
Kellogg	7,771	NA	-	NA	-	5,828	75.0 ^{b)}
Lake Michigan	3,817	1,200	31.5	1,287	33.7	2,487	65.2 ^{b)}
Jackson	10,935	3,500	32.0	4,500	41.2	8,000	73.2
Delta	11,255	6,800	60.4	3,000	26.6	9,800	87.1
Lansing	23,072	4,845	21.0	11,997	52.0	16,842	73.0
Kalamazoo	7,385	1,789	24.2	3,451	46.7	5,240	71.0
Southwestern	<u>2,496</u>	<u>875</u>	<u>35.0</u>	<u>1,000</u>	<u>40.0</u>	<u>1,875</u>	<u>75.1</u>
Total	109,654	19,961	32.2 ^a	25,569	41.3 ^a	83,897	76.5

a) These percentages based on total enrollments of 61,963--for the 8 colleges which supplied part- and full-time breakdowns.

b) Based on estimates.

Given these high numbers of employed students, older students, and the pressure placed on existing facilities by increased enrollments, it is not

surprising that Michigan community colleges are offering a wide number of courses during the evening hours, and some on weekends. The following table is from data supplied by the colleges (total number of course offerings for each college was obtained from the Department of Management and Budget).

TABLE 8
COURSE OFFERING TIMES
AT MICHIGAN COMMUNITY COLLEGES

College	Total Sections Offered 1980-81	Day %	Evening %	Weekend %
C. S. Mott	3,932	76.0	24.0	0.1
Gogebic	577	77.0	23.0	-
Bay de Noc	695	78.0	21.2	0.8
Oakland	5,121	70.0	30.0	-
Mid-Michigan	763	62.0	35.0	3.0
Lake Michigan	1,199	53.3	46.7	-
Alpena	1,002	78.0	22.0	-
Monroe	913	46.2	53.8	-
Schoolcraft	2,033	64.0	32.0	4.0
West Shore ^a	713	50.0	25.0	-
Macomb	5,675	57.0	39.0	4.0
Kellogg	1,354	67.4	27.8	4.8
Kirtland	732	71.0	29.0	-
Jackson	3,882	67.0	32.0	1.0
Northwestern	1,672	77.0	23.0	-
Washtenaw	3,550	60.0	39.0	1.0
Delta	4,210	70.0	30.0	-
Lansing ^a	8,260	32.0	43.0	1.0
Kalamazoo	2,393	69.0	27.0	4.0
Southwestern	1,136	60.0	38.0	2.0
Montcalm	752	64.0	27.0	9.0
Grand Rapids	5,688	73.0	25.0	2.0
North Central	589	60.0	40.0	-
Glen Oaks	658	68.0	32.0	-
St. Clair	1,483	81.0	16.0	3.0
Total	58,979 ^b	62.3	32.4	1.6

a) These colleges offer courses which meet both day and evening - totals for these colleges and the TOTALS columns will not add to 100% for this reason.

b) 86.5% of the 68,215 total sections offered by Michigan Community Colleges.

About 34 percent of the courses offered by Michigan community colleges are scheduled for evening or week hours.

Turning to students' educational goals and their reasons for attending Michigan community colleges, the MISIS surveys provided information on program choice as well as reasons for enrolling.

The majority of Michigan community college students are enrolled in programs designed to prepare them for immediate employment (54 percent). Another sizable number are enrolled in programs designed primarily as the first two years of a four-year degree program (23.8 percent). The remaining students fall into a number of categories, including those taking one or two courses for skill upgrading, and those who have not yet made a firm decision as to their program choice. (Note that many students completing the MISIS survey are also registering for the first time.)

The following table summarizes these categories.

TABLE 9
PROGRAM CHOICES OF MICHIGAN COMMUNITY COLLEGE STUDENTS

<u>PROGRAM</u>	<u>Survey Samples</u>		<u>Total CC Students (Extrapolated)</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Occupational	49,447	54.1	126,514	54.1
4-Year Preparation	21,730	23.8	55,657	23.8
Undecided/Other	<u>20,186</u>	<u>22.1</u>	<u>51,681</u>	<u>22.1</u>
Total	91,363	100.0	233,852	100.0

These program categories are presented with breakdowns by sex and age on the following page. Females are slightly more likely than males to be enrolled in occupational programs, and all ages 17 through 54 show a stronger interest in occupational programs than in transfer or other areas. Over 58 percent of the transfer students are under 25 years of age.

TABLE 10
PROGRAM TYPE BY SEX OF MICHIGAN COMMUNITY COLLEGE STUDENTS

<u>Area</u>	<u>Males</u>		<u>Females</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Occupational	21,649	52.6	27,000	55.9
4-Year Preparation	9,860	24.0	11,567	24.0
Undecided/Other	<u>9,641</u>	<u>23.4</u>	<u>9,728</u>	<u>20.1</u>
Total	41,150	100.0	48,295	100.0

TABLE 11
PROGRAM TYPE BY AGE AT MICHIGAN COMMUNITY COLLEGES

<u>Age</u>	<u>Percent Occupational</u>	<u>Percent Transfer</u>	<u>Percent Other/ Undecided</u>
19 and under	51.6	30.0	18.4
20 - 24	56.4	23.8	19.8
25 - 29	56.6	21.4	22.0
30 - 34	57.6	19.8	22.6
35 - 44	54.3	21.6	24.1
45 - 54	49.1	23.2	27.7
55 - 64	31.5	29.2	39.3
65 and over	16.6	29.7	53.7

Finally, what are the major reasons these students are attending Michigan community colleges? About 58 percent are enrolled in order to improve their job skills or to prepare for a different job. Another 28 percent intend to transfer their credit hours to a four-year institution. Table 12 shows the general reasons students are enrolled.

Tables 13 and 14 provide these same reasons, broken down by sex and age. Females are more likely to enroll for the purpose of preparing for a different job (42.6 percent compared to 34.9 percent of the males), or for personal interest reasons (12.1 percent compared to 10.9 percent of the males).

Turning to the age groups, over 82 percent of the students 19 or younger are enrolled to prepare for a job or to transfer (42 percent for job preparation, and 40 percent for transfer purposes). Preparing for a job or improvement of existing job skills are important reasons for students aged 25 through 54. For students 55 years old and over, personal interest is a major reason for attendance.

In summary, the students enrolled in Michigan community colleges tend to be mature adults, are more likely to be females than males, and are very likely to be employed. Older students and female students are likely to attend in order to improve their present job skills or to prepare for a different job. Younger students and male students are more likely to attend in order to transfer to a four-year institution.

TABLE 12
REASONS STUDENTS ATTEND MICHIGAN COMMUNITY COLLEGES

<u>Reason</u>	<u>Samples</u>		<u>(Extrapolated)</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Improvement of existing job skills	17,385	19.3	45,134	19.3
Prepare for new job	35,163	39.0	91,202	39.0
University transfer credit	24,866	27.6	64,543	27.6
Personal interest	10,441	11.6	27,127	11.6
Others	<u>2,289</u>	<u>2.5</u>	<u>5,846</u>	<u>2.5</u>
Total	90,144	100.0	233,852	100.0

TABLE 13

REASONS FOR ATTENDANCE BY SEX FOR MICHIGAN COMMUNITY COLLEGE STUDENTS

<u>Reason</u>	<u>Males</u>		<u>Females</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Improvement of existing job skills	8,961	22.0	8,102	16.9
Prepare for new job	14,187	34.9	20,409	42.6
University transfer credit	12,133	29.8	12,306	25.7
Personal interest	4,446	10.9	5,800	12.1
Others	<u>973</u>	<u>2.4</u>	<u>1,279</u>	<u>2.7</u>
Total	40,700	100.0	47,896	100.0

TABLE 14
REASONS FOR ATTENDANCE BY AGE AT MICHIGAN COMMUNITY COLLEGES

<u>Age</u>	<u>Percent</u>				
	<u>Skills Improvement</u>	<u>New Job Preparation</u>	<u>Transfer</u>	<u>Personal Interest</u>	<u>Others</u>
19 and under	8.5	42.4	40.2	6.8	2.0
20 - 24	16.2	41.5	30.6	9.4	2.3
25 - 29	24.0	38.7	22.9	11.6	2.8
30 - 34	26.0	38.0	21.1	12.1	2.8
35 - 44	28.2	35.2	18.1	15.5	3.0
45 - 54	31.7	29.8	13.4	21.6	3.5
55 - 64	23.3	17.5	8.2	47.9	3.1
65 and over	8.6	7.4	6.8	73.1	4.1

What are the Students Enrolled in at the Community Colleges?

As noted in the last section, 58 percent of Michigan community college students report that they attend to gain or improve employment skills. This fact is further demonstrated by examining the curriculum areas in which students report they are enrolled and the specific courses in which they enroll (Table 15).

TABLE 15
STUDENTS ENROLLED IN CURRICULA AND SPECIFIC COURSE AREAS
AT MICHIGAN COMMUNITY COLLEGES

<u>Curricula</u>	<u>Percent</u>
Occupational	26
Business	22
Health Fields	9
Liberal Arts	43
<u>Specific Course Area</u>	
Business	20
Vocational-Technical	18
Social Science	17
English	10
Humanities/Arts	9
Science	9
Mathematics	8
Health	6
Physical Education	2
Other	Less than 1

Source: Project Survey Data

A number of special groups were also served by the community colleges. During the Fall of 1980, of the 233,800 students enrolled in Michigan community colleges, 126,500 of the students were enrolled in courses or programs designated as occupational. More than half were women, and approximately one in six were minorities, including Blacks, Hispanics, and American Indians. Table 16, on the following page, shows the percentage of other special groups enrolled in occupational programs.

TABLE 16
OCCUPATIONAL PROGRAM ENROLLMENTS AT
MICHIGAN COMMUNITY COLLEGES
(N = 126,500)

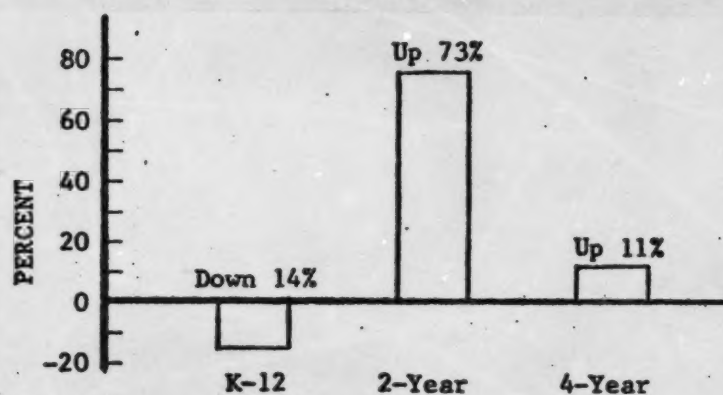
	<u>Enrollment</u>
Disadvantaged	21,000
CETA	5,000
Trade Readjustment Allowance (TRA)	2,200
Handicapped	800
Limited English Proficiency	700

Source: Project Survey Data

How Have Attendance Patterns Changed During the Past Decade?

The State of Michigan has seen major changes in enrollments at public educational institutions during the past decade. Table 17 presents a comparison of K-12, 4-year college, and community college headcount enrollments for 1970-1980.

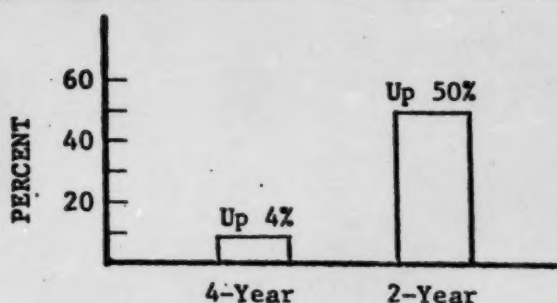
TABLE 17
PUBLIC INSTITUTION
STUDENT HEADCOUNT PERCENT CHANGE 1970-1980



Source: Michigan Department of Management and Budget

Enrollments on a Full-Time Equated Student (FTE) basis for four-year institutions and community colleges are presented in Table 18 below. K-12 enrollments are not included, as all their students are full-time.

TABLE 18
PUBLIC 2-YEAR AND 4-YEAR COLLEGES
FYES PERCENT CHANGE FOR 1970-71 to 1980-81



Source: Michigan Department of Management and Budget

As can be seen from Tables 17 and 18, since 1970 elementary and secondary (K-12) enrollments have declined and four-year college enrollments have leveled off. Community colleges, however, have continued to grow. From 1970-71 to 1980-81, K-12 enrollments decreased by over 14 percent; four-year college and university FTE enrollments increased by only 4 percent, but community college full-time equivalent (FTE) enrollments increased by 50 percent. The actual number of students attending community colleges increased even more dramatically -- from 1970-71 to 1980-81, four-year institution enrollments increased about 11 percent, while community college enrollments increased by over 73 percent. This is in part due to the fact that an increasing number of students in postsecondary education are attending part-time.

Enrollments increase even more dramatically at community colleges during recessionary periods. When the last and the current recessions occurred, Michigan residents turned to community colleges for improving job skills, for retraining, and for new careers. During the 1974-75 recessionary period, the number of students attending community colleges increased 12 percent the first year and 15 percent the second year. In 1979, the first year of the current recession, the number of students attending community colleges increased by another 12 percent.

It is also interesting to note the proportion of state and local taxes which help to fund the community colleges. Table 20 on the next page presents this for 1978, the latest year that figures were available during the study.

TABLE 19
COMMUNITY COLLEGE SHARE OF TOTAL STATE AND LOCAL TAXES FOR 1978

*Total State and Local Tax Dollars	\$8,810,000,000
<u>Community College</u>	
State Support	\$107,560,801
Local Tax Revenue	<u>54,150,790</u>
**Total Community College State and Local Tax Dollars	\$161,711,591

As can be readily seen, less than 2 cents of each state and local tax dollar is used to support the community colleges.

* Michigan Statistical Abstract, 15th Edition 1980, Division of Research Graduate School of Business Administration, Michigan State University, September, 1980. Table X-1 "State and Local Tax Collections and Federal Tax Burden in Michigan and the United States," Fiscal Year 1978, p. 329.

** Michigan Community and Junior Colleges FY80 Executive Budget Funding Model FY78 Revenue/Expenditure/Output Information, Michigan Department of Management and Budget, Office of the Budget, March, 1979, Table 4 1977-78 Actual General Fund Revenue, By Source, p. 43.

How Do Community Colleges Help Business and Industry?

There are several areas in which community colleges work directly with business and industry to meet specific needs. These areas were divided into employee training paid for by employers, contract programs, and professional upgrading activities. Table 20 presents the number of employers paying for work-related training for their employees attending community colleges.

TABLE 20

NUMBER OF EMPLOYERS PAYING FOR WORK-RELATED OR SKILL-IMPROVEMENT COURSES FOR THEIR EMPLOYEES ENROLLED IN MICHIGAN COMMUNITY COLLEGES

1980-81

Reported	1,822	(by 22 community colleges)
Estimated	2,658	(for all 29 community colleges)

Source: Project Survey

Table 21 below presents the number of employees who took these work-related courses at the community colleges

TABLE 21

NUMBER OF MICHIGAN COMMUNITY COLLEGE STUDENTS TAKING WORK-RELATED OR SKILL-IMPROVEMENT COURSES PAID FOR BY THEIR EMPLOYERS

1980-81

Reported	22,602	(by 21 community colleges)
Estimated	34,059	(for all 29 community colleges)

Source: Project Survey

As can be seen from Tables 20 and 21, community colleges offer programming which businesses and industries utilize. Both employers and their employees utilize these services -- over 2,500 employers paid for courses for their employees, and over 30,000 of their employees took courses that would improve their job performance.

In many instances, business and industry contracted directly with the community colleges to provide training for their specific needs. For example, industry contracted with educational institutions for apprenticeship training for 16,350 students in the State -- over 12,000 of these apprentices attended community colleges. Tables 22 and 23 contain the number of students in contract programs with business and industry and with public-sector agencies.

TABLE 22
MICHIGAN COMMUNITY COLLEGE STUDENTS IN CONTRACT PROGRAMS
WITH BUSINESS AND INDUSTRY

1980-81

	<u>Reported by 28 Community Colleges</u>	<u>Estimated for All 29 Community Colleges</u>
American Institute of Banking (AIB)	2,431	2,719
Sponsored Apprentices- ship Programs	9,888	12,100*
All other	<u>4,524</u>	<u>5,060</u>
Total	16,843	19,879

* Actual reported by Bureau of Apprenticeship and Training

TABLE 23
MICHIGAN COMMUNITY COLLEGE STUDENTS IN CONTRACT PROGRAMS
WITH PUBLIC-SECTOR AGENCIES
1980-81

	<u>Reported by 28 Community Colleges</u>	<u>Estimate or All 29 Community Colleges</u>
Adult Foster Care	1,616	1,807
Day Care Provider	699	782
All Other	<u>7,496</u>	<u>8,383</u>
Total	9,811	10,972

Source: Project Survey

As can be seen from Tables 22 and 23, in 1980-81 members of the banking industry contracted for American Institute of Banking courses at the community colleges for over 2,500 of their employees. Additionally, individual companies and industries contracted for specific training for over 4,500 of their employees, including such courses as engineering refresher, language training for foreign employees of multi-national corporations, and quality control for nuclear technicians.

The community colleges provide similar contract programs for the public sector. Social service agencies contracted for training in adult foster care for over 1,600 individuals and for day care provider training for an additional 700 individuals. Additionally, public-sector agencies contracted with the community colleges to provide specific training for over 8,000 of their staff members.

The community colleges also provide a great deal of professional upgrading/continuing education unit courses that are in addition to their regular academic scheduling. Tables 24 and 25 contain the figures for professional upgrading through non-degree courses and conferences and seminars sponsored by the community colleges.

TABLE 24
INDIVIDUAL RECEIVING PROFESSIONAL UPGRADING THROUGH
NON-DEGREE COURSES AT MICHIGAN COMMUNITY COLLEGES

	1979-80		1980-81	
	Reported*	(Estimated)**	Reported*	(Estimated)**
Professions	3,123	3,493	3,369	3,768
Business	3,714	4,154	3,585	4,009
Industry	2,473	2,766	2,209	2,470
Public Service	<u>2,931</u>	<u>3,278</u>	<u>3,970</u>	<u>4,440</u>
Total	12,241	13,691	13,133	14,687

* Reported figures are based on 28 community colleges.

** Estimated figures are for all 29 community colleges.

Source: Project Survey

TABLE 25
INDIVIDUALS ATTENDING COLLEGE-SPONSORED CONFERENCES,
SEMINARS, ETC. AT MICHIGAN COMMUNITY COLLEGES

	1979-80		1980-81	
	Reported*	(Estimated)**	Reported*	(Estimated)**
Professions	3,409	3,813	4,997	5,588
Business	4,928	5,511	6,373	7,127
Industry	2,065	2,309	2,404	2,689
Public Service	<u>8,759</u>	<u>9,796</u>	<u>10,417</u>	<u>11,650</u>
Total	19,161	21,429	24,191	27,054

* Reported figures are based on 28 community colleges.

** Estimated figures are for all 29 community colleges.

Source: Project Survey

The study also resulted in a composite listing, by each region of the state, of the programs, projects, and working relationships the community colleges have with local businesses, industries, and public-sector agencies which contribute to the economic well-being of their areas, but it is too extensive to include in this report.

How Do the Community Colleges Meet Regional Needs?

The role of the Michigan community colleges, typically, is to meet the needs of their immediate service areas and regions, rather than attempting to compete with institutions in other areas. There are several indices of how successfully this role has been filled.

1. Enrollments at the community colleges are directly related to the size of the areas the community colleges serve. These range from a district population of 19,600 to one of 1,600,000. As an example of this relationship, the five largest of the Michigan community college districts have a total of 49.8 percent of the population in all the community college districts in the state, and these five institutions enroll 50.2 percent of all community college enrollments. Similarly, the five smallest of the community college districts have a total of 3.8 percent of the population in all the community college districts and they enroll 3.5 percent of all community college enrollments.
2. Most of the students at the community colleges are residents of their own community college district. In 1980-81, approximately 75 percent of community college students were residents of the district of the community college they were attending, and most commuted to their college.
3. The community colleges have planned their programming around the needs of their local areas and residents. Nursing programs are located in all areas of the state, responding to the state-wide shortage of registered nurses. American Institute of Banking programs respond to needs of the banking industry in all areas of the Lower Peninsula. By contract, apprenticeship programs are concentrated primarily in the southern half of the Lower Peninsula, where most of the manufacturing is located. Almost 98 percent of the students in apprenticeship programs are at institutions in the southern half of the Lower Peninsula.

On a smaller scale, wood harvest safety, forest technology, and forestry are concentrated in the Upper Peninsula and upper Lower Peninsula, where the timber industry is primarily located. Ski area management is offered in the Upper Peninsula, while concrete technology is only offered in the northeastern Lower Peninsula where the limestone quarries are located.

4. Community colleges work closely with their communities in developing new programs and courses. The community colleges work directly with representatives of business, industry, and the public sector in determining educational needs and in developing courses and programs designed to meet their specific needs. In the last three years alone, new courses and programs were developed in this manner now enroll over 11,500 students. Most of these courses and programs would not have been available in the local areas if it were not for the community colleges.

SUMMARY AND CONCLUSIONS

The results of the study were written in a four-page summary brochure (Appendix C). The summary brochure which included conclusions was written to highlight the results in an easily understandable format. Appendix C, therefore, is the summary and conclusions of research findings.

The study did demonstrate a significant portion of the collective impact of the 29 community colleges on the State of Michigan and its economy. For the first time, data was compiled which illustrated to community members, representatives of business and industry, and legislators the extent of the community college educational base which has been developed to meet the needs of the communities and business and industry.

The study should also serve to dispel the myth that community colleges are still junior colleges and that students are primarily enrolled with the intention of transferring to a four-year institution. The role of community colleges has changed substantially since the late 1960's. The colleges have become comprehensive institutions concentrating to a large extent on occupational education. As the study determined, in 1980-81 more than twice as many students enrolled to prepare for a new job or to improve job skills as enrolled to transfer to a four-year institution.

In addition to providing entry-level occupational training to update employed individuals on new technologies, the value of the community college system in the State in attracting and retaining new businesses and industries should not be underestimated. The data summarized in this study suggests that the community colleges are in a unique position to serve as an integral part in the economic development of the State.

Although the authors have no way of objectively measuring the impact the study and brochure have had, the response by people using the brochure has been very positive. The brochure has been used extensively by the colleges. Initially the presidents asked that 2,500 copies of the brochure (Appendix C) be printed for distribution to legislators and representatives of business and industry. However, as the colleges began to recognize other uses for the brochure (boards of trustees, chambers of commerce, constituent groups, etc.), the printing was increased to 20,000 and then to 40,000 copies. Copies have also been requested by colleges and state boards of education outside the State of Michigan and have been distributed by the American Association of Community and Junior Colleges to all member institutions. Because almost all 40,000 copies have been distributed, there is discussion of an additional printing, and also of repeating the study to update the information. The data has been cited in speeches by Michigan legislators and it has been used as the basis for a slide tape presentation which community colleges use with civic groups.

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This questionnaire will provide information which can only be obtained directly from each community college. A variety of staff will likely need to provide the information. Parts I and II include student and course information on degree and non-degree courses and programs. Part III asks for specific examples of how the college works with the community to meet its needs. Not all activities at each community college are covered by this instrument. Questions are included only insofar as they address the objectives of the impact study.

1. Each part is accompanied by a description which may help you determine the appropriate information source.
2. Unless otherwise specified, provide information for the 1980-81 academic year.
3. If, on certain questions, specific data are not available but you can give a close approximation, provide the approximation.
4. In case you have any questions, the following project team members will be available by telephone to assist you on the dates listed:

Dr. Gene Packwood
Office of Research and Development
Delta College
University Center, MI 48710

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PART I: GENERAL INFORMATION 1980-81

For this section when information is requested about students, include only students enrolled in courses which normally apply toward a one- or two-year certificate or degree program. Please use estimates for the 1980-81 academic year unless otherwise specified.

1. What is the population of your legal district?

_____ Total population
_____ Population 18 years and over

2. For Fall 1980, how many of your students were employed?

_____ Number Employed Full-time
_____ Number Employed Part-time
_____ Cannot Determine

3. What is the day/evening/weekend mix of your course offerings?

_____ %Day Courses
_____ %Evening (After 5 p.m.)
_____ %Weekend Courses (Friday evening, Saturday and Sunday)

4. Please indicate the percentage of students enrolled in:

_____ %Liberal Arts
_____ %Occupational
_____ %Health
_____ %Business
_____ 100%

(over)

5. What percentage of your credit hours are in each of the following areas? Do not report by the state funding categories. For example, Technical Math credit hours should be included in the Math area and not in the Vocational/Technical area. The nine areas below should include 100% of your credit hours.

Vocational/Technical	_____	%
Health	_____	%
Business	_____	%
Science	_____	%
Mathematics	_____	%
English	_____	%
Physical Education	_____	%
Humanities/Arts	_____	%
Social Science	_____	%
TOTAL	100	%

PART II: ACTIVITIES WHICH DO NOT NORMALLY APPLY TOWARD A ONE- OR TWO-YEAR CERTIFICATE OR DEGREE.

The following questions are for courses and activities that:

- Do not normally apply toward a one-year Certificate or a degree;
- Meet the needs of business, industry, professionals, and public service agencies;
- Are often conducted by Community Service/Continuing Education Units.

NOTE: Not all Community Service/Continuing Education activities will be appropriate for inclusion in questions 6 and 7.

6. How many individuals receive professional upgrading through non-degree courses in each of the following areas (include CEU courses, refresher courses, etc.)?

	<u>Number of Students for 1979-80</u>	<u>Estimated Number of Students for 1980-81</u>
Professions (Health, Legal, etc.)		
Example: NAPNES Courses for LPN's	_____	_____
Business		
Example: CLU Programs for Insurance	_____	_____
Industry		
Example: Industrial Safety	_____	_____
Public Service Agencies		
Example: CEU Requirements for Police and Firefighters	_____	_____

7. How many individuals attend college-sponsored conferences, seminars, etc. per year in each of the following areas? Do not include those activities that were conducted by other organizations, but used your college's facilities. (Your conference coordinator would probably have this information.)

	<u>Number of Students for 1979-80</u>	<u>Estimated Number of Students for 1980-81</u>
Professions (Health, Legal, etc.)		
Example: Health Care Team Concept	_____	_____
Business		
Example: Small Business Seminars	_____	_____
Industry		
Example: Welding Certification Preparation	_____	_____
Public Service Agencies		
Example: Seminars on Arson Investigation	_____	_____

(over)

PART III: OCCUPATIONAL AND TRAINING INFORMATION

The following questions are intended to gather data on ways community colleges meet the needs of local business or industry. Activities in this section may also be included in other parts of the survey.

8. Approximately how many employers (companies) per year in your area pay for work-related or skill-improvement courses for their employees (through tuition reimbursement, released time, etc.)? Your financial office may have the best estimate of this.

_____ Number of employers _____ Cannot Determine

Approximately how many students per year take work-related or skill-improvement courses paid for by their employer?

_____ Number of students _____ Cannot Determine

9. How many students attended your college during 1980-81 under the Trade Readjustment Allowances (TRA)?

_____ Number of students

10. How many students attended your college during 1980-81 under the CETA program?

_____ Number of students

11. If your college has contracts to provide instruction with business and industry (such as the American Institute of Banking, apprenticeship programs, etc.), please provide the number of students enrolled during 1980-81, or your best approximation.

<u>Course/Program</u>	<u>Number of Students</u>
American Institute of Banking	_____
Sponsored Apprenticeship Programs	_____
Other Business and Industry Contract Programs (please describe)	
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

14. Community colleges often work directly with local businesses, industries or agencies to meet special needs. Please provide examples of how your college has recently (since 1978) worked with the community to provide instruction which meets a specific need. If possible, please include the name of the business or agency involved, the type of course/program, and the approximate number of students in the program during 1980-81.

a. Description of course/program: _____

Name of business/agency: _____

Number of students: _____

b. Description of course/program: _____

Name of business/agency: _____

Number of students: _____

c. Description of course/program: _____

Name of business/agency: _____

Number of students: _____

d. Description of course/program: _____

Name of business/agency: _____

Number of students: _____

(Please use additional copies if needed.)

12. If your college has contracts to provide instruction with public-sector agencies or their clients, please provide the number of students enrolled during 1980-81, or your best approximation.

<u>Course/Program</u>	<u>Number of Students</u>
Adult Foster Care	_____
Day Care Provider Training	_____
Other Public-Sector Agencies Contract Programs (please describe)	
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

13. Community colleges often meet educational needs which are unique to their particular service area. These might include job-entry programs, upgrading, or new technology training. If your college provides instruction of this type which you believe is not common in other Michigan community colleges, please describe the type of programs/courses and the approximate numbers of students involved.

<u>Course/Program</u>	<u>Number of Students</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

(over)

15. What types of job-entry, upgrading, or retraining instruction do you anticipate starting over the next three to five years, if resources are available?

a. Course/program: _____

Need it would meet: _____

b. Course/program: _____

Need it would meet: _____

c. Course/program: _____

Need it would meet: _____

d. Course/program: _____

Need it would meet: _____

(Please use additional copies if needed.)

(over)

16. If your college conducts additional activities which you believe contribute to the economic well-being of your community or the State and you feel should be included in this study, please describe them below or on additional sheets.

Name of Institution

Name of Contact
Person for Questions

Telephone Number

(Area Code)

Please return this questionnaire by April 17, 1981. Thank you for your cooperation!



I am pleased to report that the Statewide Community College Impact Study is now well underway. A variety of data sources and collection procedures have been identified, including the enclosed survey.

We as presidents can greatly assist in the completion of the project if we encourage our staff to complete the questionnaire and return it to the project team by April 17, so they in turn can meet the May deadline we established for them to complete the project. Please keep in mind that the study encompasses a great deal more information than is being requested on the questionnaire. Although the data will be aggregated on a statewide basis, the questionnaire will provide information that can only be obtained from your institution. A variety of staff other than instructional administrators will likely need to provide information. In order to expedite completing the questionnaire, we have included three copies, so it can be routed to several offices simultaneously for completion. An addressed envelope to the project team has been provided for returning the questionnaire.

A list of the project staff is enclosed. Your staff may feel free to call upon them for clarification of any of the survey items. The questionnaire was reviewed by a group of instructional administrators from various community colleges throughout the state. We are hopeful that the instrument will be easily understood.

To bring you up to date on the project, here are some points relative to the overall direction:

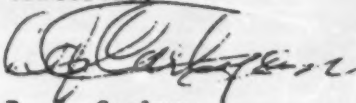
1. Pending good questionnaire response, the focus of the study will be on determining and reporting the contributions of Michigan community colleges in the economic impact areas of:
 - Providing training and other services needed by business, industry, and social and government agencies.
 - Providing educational opportunities to the unemployed and to those desiring to upgrade their skills, in areas where

training is not elsewhere available, and other "special" or unique educational needs.

- Contributing to the economic diversification of Michigan through working directly with employers, meeting unique geographical needs, and so forth.
- 2. The report format will be a series of question-headings, with associated answers and information. Question-headings include: "Who Attends Michigan Community Colleges and Why?"; "What Are the Community Colleges Doing to Help Business and Industry?"; "How Have Community Colleges Met Regional Needs?"; and so forth.
- 3. The end product will be a short (four to eight pages) summary report of the study findings, suitable for use with a variety of audiences. This will be supported by an indepth technical report.
- 4. This project is viewed as a first effort, and a secondary objective is to identify additional impact areas and information needs. This is very important if we are to continue and improve upon using information to "tell our story."

Thank you for your assistance in completing the survey and for your support of this important effort. On completion of the project, we will return your questionnaire to you. We are not interested in maintaining a data base on institutions; also, you may find the information useful at your institution.

Sincerely,



D. J. Carlyon
President

jll

Enclosures

The Impact of Community Colleges On Michigan and Its Economy

Michigan community colleges are making significant contributions to the State's economy and this trend is expected to continue as a positive influence in the future.

Both in the short term impact of producing students well-prepared for jobs in today's changing employment market and in the long term investment of contributing to the human capital needed for a viable economy, Michigan can look with confidence to its community colleges as a true success story.

Community and junior colleges have had a place in the Michigan higher education system since 1914 when Grand Rapids Junior College first began offering local educational opportunities for its citizens. Today Michigan has a network of 29 publicly-supported community and junior colleges, and approximately 95 per cent of Michigan residents are less than 40 miles from these "open admissions" institutions. The 29 community colleges are located in 13 of the 14 state planning and development regions, and their districts include over 88 per cent of the residents of the state of Michigan.

In the 1980-81 academic year, community colleges enrolled over 233,000 students. This represents over 40 percent of the students in Michigan institutions of higher education. Since persons enrolling in Michigan community colleges have varied educational goals and needs, the community colleges respond by offering programs and courses in occupational, general, continuing, and developmental education.

By emphasizing occupational programs and courses as a major component of their functions, community colleges hold a special place in the state educational system. Students are prepared with the job skills necessary for employment in local businesses and industries.

Less than two cents from each dollar of local and state taxes are used to provide operational support for these colleges.



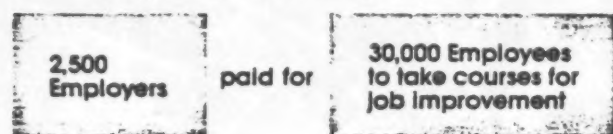
Additional operational support comes from tuition, fees, and private gifts. In return for this investment, Michigan community colleges provide a substantial share of the skilled employees needed for the economic success of local businesses and industries. And, with plans in Michigan to draw high-technology business and industry into the state, community colleges will be a vital asset, indeed, one of the absolute necessities, in the successful execution of this goal. The present role of the community colleges can be shown by answering the following questions.

- The actual number of students attending community colleges increased even more dramatically — from 1970-71 to 1980-81, four-year institution headcount enrollments increased about 11 percent, while those of the community colleges increased by over 73 percent.
- This is in part due to the fact that an increasing number of students in postsecondary education are attending part-time.

Enrollments increase even more dramatically during recessionary periods as Michigan residents turn to community colleges for improving job skills, for re-training, and for new careers. During the 1974-75 recessionary period, the number of students attending community colleges increased 12 percent the first year and 15 percent the second year. During the first year of the current recession (1979), the number of students attending community colleges increased by another 12 percent.

What are the community colleges doing to help business and industry?

Courses: Community colleges offer programming which specifically meets the needs of the businesses and industries in their areas. Both employers and their employees recognize the importance of these courses to their job performance. During 1980-81:



- **Contract Programs:** In many instances, businesses and industries contracted directly with the community colleges to provide training for their specific needs. For instance, industry contracted with educational institutions for apprenticeship training for 16,350 students in the state — over 12,000 of these apprentices attended community colleges.

As other examples, in 1979-80, members of the banking industry contracted for American Institute of Banking courses for over 2,500 of their employees, and other companies and industries contracted for specific training for over 4,500 of their employees.

Included were such courses as engineering refresher, language training for foreign employees of multinational corporations, and quality control for nuclear technicians.

Similar contract programs were provided for the public sector. Social service agencies contracted for:

Training in adult foster care for over 1,600 individuals.

Day care provider training for 700 individuals.

- Other public-sector agencies contracted for staff training for over 8,000 employees.

- The community colleges provide a great deal of professional upgrading/continuing education unit courses that are in addition to their regular academic scheduling. For example, **professional upgrading courses** were provided for:

Over 3,000 members of the professions
3,700 Business persons
2,500 people employed by industry
Over 3,000 Public service agency employees

Conferences and seminars were provided across the state for professional upgrading for:

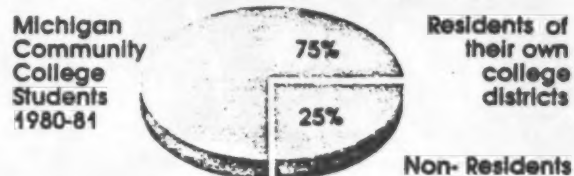
Over 5,000 Business persons
3,500 Professionals
2,000 Individuals employed by industry
9,000 Public service agency employees

Although the figures are not yet complete, the estimates show a substantial increase for 1980-81.

How have the community colleges met regional needs?

The goal of Michigan community colleges, typically, is to meet the needs of their immediate service areas and regions, rather than attempting to compete with institutions in other areas. There are several indices of how successful they have been at this:

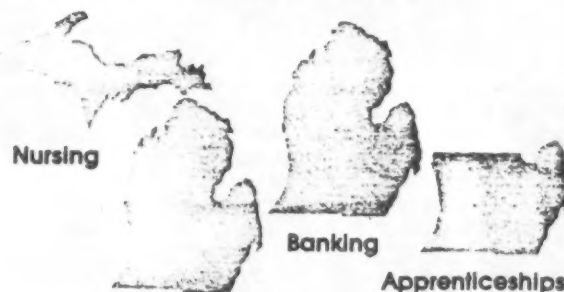
1. Most of the students at the community colleges are residents of their own community college district, and most of them commute to their college.



2. The community colleges have planned their programming around the needs of their local areas and residents.

Nursing programs are located in all areas of the state, responding to the statewide shortage of registered nurses. American Institute of Banking programs respond to needs of the banking industry in all areas of the Lower Peninsula.

By contrast, apprenticeship programs are concentrated primarily in the southern half of the Lower Peninsula, where most of the manufacturing is located. Almost 98 percent of the students in apprenticeship programs are at institutions in the southern half of the Lower Peninsula.



On a smaller scale, wood harvest safety, forest technology, and forestry are concentrated in the Upper Peninsula and northern Lower Peninsula, where the timber industry is primarily located.